

Student Name _____

Teacher Name _____

School _____

System _____



English III

Item Sampler

Tennessee End of Course Assessment

English III Form 6

The Pearson logo consists of the word "PEARSON" in a bold, white, sans-serif font, centered within a solid black rectangular background.

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Introduction to English III

Content of tests

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

Test development

For the *Tennessee End of Course Assessment*, a staff of writers – composed of both teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including particular items and test directions in operational tests.

Test administration

Tennessee End of Course Assessments are given to students as they near the end of courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The English III test has been designed to be administered in one session and is not timed.

Tips for Taking the Test

Preparing for the test

- Review this Tennessee End of Course Item Sampler for English III carefully and thoroughly.
- Acquire the Tennessee End of Course Practice Test for English III, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

Before the test

- Get a good night's sleep. To do your best, you need to be rested.

During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Directions for Using the Item Sampler

This Item Sampler for English III provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the End of Course Assessment Practice Test English III should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 40. Use it to check your answers. Review items that you get wrong.

Read the essay and answer questions 1 through 7.

Gobies Threaten the Great Lakes

- 1 The round goby, or *Neogobius melanostomus*, a highly reproductive, invasive fish, appeared in Lake St. Clair in 1990. Round gobies have soft bodies and large rounded heads. They look similar to sculpin, a native species to North America, but the goby has fused pelvic fins it uses as suction cups. These cups allow the goby to attach itself to rocks and other hard surfaces. Native to the black and caspian seas in eastern Europe; these fish can grow ten inches long, but the ones in the Great Lakes usually average less than seven inches.
- 2 Scientists believe transoceanic vessels traveling from Eurasia¹ inadvertently transported embryonic gobies in the water from the ships' ballast and then released them into the Great Lakes when the ships dumped the water from their holds. Round gobies spread into other waterways by migrating and traveling in ballast water. They currently inhabit Lakes Erie, Michigan, Ontario, and Superior; many rivers; and the Mississippi watershed. If their migration continues, this fish could invade every connected body of water across the United States. Although round gobies prefer shallow, rocky areas, they can live almost anywhere.
- 3 The U.S. Army Corps of Engineers in cooperation with the University of Michigan and Smith-Root Inc. believe they can slow the spread of round gobies into the Mississippi River by using an electric barrier. Even with these measures, the stunned fish still float down the Mississippi watershed and directly into the river.

¹Eurasia: the continent composed of Europe and Asia

- 4 Since the goby is an aggressive fish, it successfully competes for food and takes over prime spawning sites used by native species. In addition to eating the food preferred by the indigenous² fish, the goby also eats their eggs, making it difficult for native species to reproduce. This species can also feed in complete darkness, easily allowing them to become the dominant fish in a habitat.
- 5 One of the few benefits of the goby invasion is their dietary preference for zebra mussels, another highly reproductive invasive species that had no real predators until the gobies appeared. Unfortunately, the zebra mussels are filter feeders. These mussels accumulate impurities in their bodies. One impurity is a bacterium called *Clostridium botulinum*. These bacteria cause botulism and death in the birds that eat the contaminated gobies. Authorities fear humans may also become infected with this illness through bigger fish that prey upon the new invader.
- 6 The gobies are now part of North America's freshwater ecosystem. They reproduce too quickly and hide too well for other species to eradicate them. One round goby can produce between 300 and 5,000 eggs, and the males defend the eggs until they hatch. Scientists may be able to recover more gobies if they can find the locations of the infested waters. Average citizens could help track and prevent the spread to other bodies of water by collecting any gobies found, preserving them by freezing or immersing them in rubbing alcohol, and by reporting the sightings to the local Department of Natural Resources or the Sea Grant office.

²Indigenous: a species native to the particular area in question

- 7 People should take several precautions after fishing or boating to prevent spreading these fish to another waterway. These activities include discarding live bait on land; inspecting and removing any plants or animals found on boats, equipment, or the boat trailer; draining all water on land; and washing the boat and any boating equipment with hot tap water (at least 104°F) or a pressure washer.
- 8 On a commercial level, new laws regulating ballast water dumping may decrease the spread of round gobies to other waterways. However, only through a cooperative effort from everyone traveling through goby-infested waters can we slow the spread of this highly invasive fish.

Reporting Category: Language Numbers 1 through 2

Performance Indicator: 3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.

1.

Read these sentences from Paragraph 4.

Since the goby is an aggressive fish, it successfully competes for food and takes over prime spawning sites used by native species. In addition to eating the food preferred by the indigenous fish, the goby also eats their eggs, making it difficult for native species to reproduce.

What is the best way to combine the sentences?

- ☐ A Since the goby is an aggressive fish, it successfully competes for food and takes over prime spawning sites used by native species and in addition to eating the food preferred by the indigenous fish, the goby also eats their eggs, making it difficult for native species to reproduce.
- ☐ B The goby is an aggressive fish that takes over prime spawning sites used by native species, eats the food preferred by the indigenous fish, and eats the indigenous fish eggs, making it difficult for native species to reproduce.
- ☐ C The goby aggressively outcompetes the native species of fish by taking over prime spawning sites, creating difficulties for the indigenous fish to reproduce, and by eating their food, young, and eggs.
- ☐ D As an aggressive fish, the goby successfully competes for food, takes over prime spawning sites, and eats the eggs of indigenous fish, making it difficult for the native species to reproduce.

Performance Indicator: 3003.1.9 Proofread for errors in capitalization and punctuation.

2. Read this sentence from Paragraph 1.

Native to the black and caspian seas in eastern Europe; these fish can grow ten inches long, but the ones in the Great Lakes usually average less than seven inches.

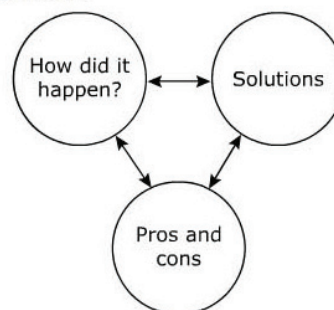
Which revision shows correct capitalization and punctuation?

- ☐ A Native to the Black and Caspian seas in eastern Europe, these fish can grow ten inches long; but the ones in the Great Lakes usually average less than seven inches.
- ☐ B Native to the Black and Caspian Seas in Eastern Europe, these fish can grow ten inches long, but the ones in the Great Lakes usually average less than seven inches.
- ☐ C Native to the Black and Caspian seas in eastern Europe, these fish can grow ten inches long; but the ones in the Great Lakes usually average less than seven inches.
- ☐ D Native to the Black and Caspian seas in eastern Europe these fish can grow ten inches long, but the ones in the Great Lakes usually average less than seven inches.

Reporting Category: Writing and Research

Performance Indicator: 3003.3.6 Revise to correct a nonparallel construction.

3. Look at the prewriting graphic organizer.



Which is the most effective order to explain the information in the prewriting graphic organizer?

- ☐ A How did it happen?, Pros and cons, Solutions
- ☐ B Pros and cons, Solutions, How did it happen?
- ☐ C Solutions, Pros and cons, How did it happen?
- ☐ D How did it happen?, Solutions, Pros and cons

Performance Indicator: 3003.3.3 Select the most vivid and compelling word to strengthen a description.

4. Read this excerpt from Paragraphs 5 and 6.

Authorities fear humans may also become infected with this illness through bigger fish that prey upon the new invader.

The gobies are now part of North America's freshwater ecosystem.

Choose the transitional device that, if added, most appropriately connects the paragraphs within the essay.

- ☐ A Unfortunately
- ☐ B Finally
- ☐ C Lastly
- ☐ D And

Performance Indicator: 3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

5. Read these sentences from Paragraph 5.

Unfortunately, the zebra mussels are filter feeders. These mussels accumulate impurities in their bodies. One impurity is a bacterium called *Clostridium botulinum*.

Which revision best combines these sentences into one longer, more interesting sentence?

- ☐ A Unfortunately, zebra mussels are filter feeders and these mussels accumulate impurities in their bodies and one such impurity these mussels accumulate is a bacterium called *Clostridium botulinum*.
- ☐ B Unfortunately, the zebra mussels are filter feeders; these mussels accumulate impurities in their bodies; one impurity is a bacterium called *Clostridium botulinum*.
- ☐ C Unfortunately, zebra mussels are filter feeders and these mussels accumulate impurities in their bodies and one impurity is a bacterium called *Clostridium botulinum*.
- ☐ D Unfortunately, zebra mussels are filter feeders that accumulate impurities in their bodies such as the bacterium *Clostridium botulinum*.

Reporting Category: Communication and Media

Performance Indicator: 3003.2.2 Distinguish between a summary and a paraphrase.

6. Read this excerpt from Paragraph 1 of the essay.

Round gobies have soft bodies and large rounded heads. They look similar to sculpin, a native species to North America, but the goby has fused pelvic fins it uses as suction cups. These cups allow the goby to attach itself to rocks and other hard surfaces.

Read this passage based on the excerpt.

The soft bodies and large rounded heads of round gobies resemble those of sculpin, a species indigenous to North America; however, the goby's fused pelvic fins create suction so it can fasten on to hard objects.

The passage is a paraphrase of the excerpt, not a summary, because

- ☐ A the author includes only a few ideas from the excerpt in the passage.
- ☐ B the sentences in the passage are identical to the sentences in the excerpt.
- ☐ C the passage contains new ideas not found in the excerpt.
- ☐ D the author expresses the facts from the excerpt in his own words.

Reporting Category: Writing and Research

Performance Indicator: 3003.4.6 Identify information that must be cited or attributed within a writing sample.

7. Which sentence must contain a citation of a source in the final draft of the essay?

- ☐ A Round gobies have soft bodies and large rounded heads.
- ☐ B The gobies are now part of North America's freshwater ecosystem.
- ☐ C One round goby can produce between 300 and 5,000 eggs, and the males defend the eggs until they hatch.
- ☐ D People should take several precautions after fishing or boating to prevent spreading these fish to another waterway.

Reporting Category: Informational Text

Numbers 8 through 8

Performance Indicator: 3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

8.

Read this technical passage.

Supplies: screwdriver, lubricating oil, slip-joint pliers or an adjustable wrench, replacement washers.

Step 1: Turn off the water supply from a nearby shutoff valve or from the home's main shutoff.

Step 2: Look on the top or at the back of the faucet's handle for a tiny screw. Unscrew it with a screwdriver. It may be necessary to spray the lubricating oil on the screw in order to loosen it.

Step 3: Once the screw has been taken out, remove the handle. Study how the faucet is assembled.

Step 4: Remove the packing nut from the assembly with the pliers or wrench. Be careful when doing this so you do not scar the metal. Once the nut is removed, twist out the stem of the faucet by turning it in the same direction as you would to turn on the faucet.

Step 5: Spray lubricating oil on the screw that holds the washer in place. Then, unscrew. Examine both the screw and the stem. If they are damaged, replace with new parts.

Step 6: Since most faucet leaks are caused by damaged washers, you should replace the washer, using the same size as the original one. You should take the old washer into a hardware store in order to find the exact one.

Step 7: After washers have been removed and replaced, reinstall the assembly in the faucet, working backwards in these directions from step 5 to step 1. If there are still leaks after you are finished, run through these steps again and make sure you have completed the process correctly. If the problem persists, you may need to call in an expert.

In which step is the main purpose of the passage implied?

- ☐ A step 1
- ☐ B step 2
- ☐ C step 4
- ☐ D step 6

Reporting Category: Communication and Media

Numbers 9 through 9

Performance Indicator: 3003.7.2 Select the type of conflict represented in a non-print medium.

9.

Look at this illustration.**What type of conflict is represented in the illustration?**

- ☐ A person vs. self
- ☐ B person vs. person
- ☐ C person vs. nature
- ☐ D person vs. society

Reporting Category: Writing and Research

Numbers 10 through 10

Performance Indicator: 3003.4.3 Evaluate the reliability and credibility of sources for use in research.

10.

A student is gathering information about the Ottoman Empire.**Which online source will provide the most reliable information?**

- ☐ A "The Rise of the Ottoman Empire." www.Taylorschools.edu/MidSch/Students
- ☐ B "The Ottoman Empire in Turkey." www.travelasia.net/turkey
- ☐ C "The History of the Ottoman Empire." www.Asiablog.com/Travel/Turkey
- ☐ D "The Ottoman Empire Expansion." www.StateUniv.edu/HistDept/Asia

Read the biography and the journal, then answer questions 11 through 21.

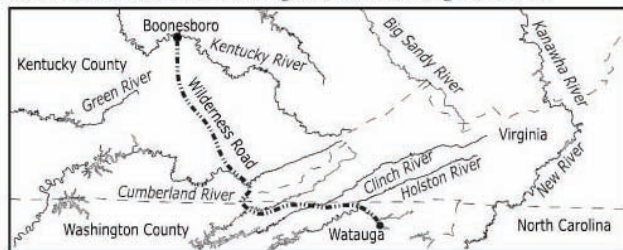
Daniel Boone

A major chapter of Daniel Boone's adult life unfolded along the frontier. In May of 1769 Boone, along with a small band of fellow adventurers, left North Carolina to seek out the frontier. They spent about a month travelling through the wilderness before reaching the Blue Grass region of Kentucky. Boone and his companions were awed by the abundance of bison and other wildlife and spent months hunting and exploring the region. Over the course of the winter, the original group of explorers dispersed. Several members returned home to be with their families. Boone managed to rendezvous with his brother, and the two remained to explore the region further. Though far from home, the two men exulted in the freedom offered by the frontier. They explored deeper and deeper into the wilderness, sustaining themselves with their hunting and foraging skills. All the while, Boone must have dreamed about settling the vast wilderness.

Two years after leaving, Boone finally returned home to his wife and family. However, immediately upon arriving home, he began planning his return to Kentucky. The next several years brought Boone much frustration. After more than a year of planning, Boone attempted to move his family to Kentucky. His first attempt ended in failure, and he and other settlers returned home.

Finally, six years after first arriving in Kentucky, Boone made progress on his plan to settle the frontier. In 1775, the Transylvania Company hired Boone to create a pathway to the newly discovered wilderness. Boone set out with a crew of thirty to carve a trail to the frontier. For months, the men labored to clear a path over difficult terrain and through dense forest undergrowth until they finally made it to Kentucky. Boone quickly established a settlement and then returned home to usher his family over the newly cleared trail. Finally, after years of planning, Boone settled his family on the new frontier.

The path cleared by Boone and his crew later became known as the Wilderness Road. Over the next fifty years, this trail served as the main migration route for adventurous settlers looking for a new life along the frontier.



Blazing the Trail

April 1, 1775

Today we cleared our way to the top of a high ridge. It was arduous work as the vegetation grew so thick in places that the strongest man could not push himself through it. We spent the morning pulling and cutting our way through this green wall until finally we found ourselves in a small clearing where we rested for a while. Despite the morning's labor, Boone darted about the resting men laughing and offering encouragements. He never tired of regaling us with tales of what laid ahead. His enthusiasm spurred even the most exhausted man to rise and begin work with new vigor.

After our brief moment of leisure, we rose to move ahead. Fortunately, the vegetation along the way was sparser and less determined. Toward mid-afternoon, the incline on our path became more noticeable. Boone seemed not to be aware of the increased effort required with every step as he raced ahead of us to scout the way. He seemed impervious to the fatigue that afflicted the rest of us as he raced back and forth along our column informing us about our course.

As the day began to fade, Boone issued orders to continue to the top of the ridge before halting for the day. Then he and a companion took a few steps away from us before disappearing into the forest to secure our supper. Progress slowed after Boone left, and the column seemed significantly quieter. Still, we moved steadfastly toward our destination for the day.

I kept working my way forward, wondering if all this work would be in vain. Will anyone ever follow us into this vast wilderness? Will horses one day pull wagons loaded with children and household belongings through the brush that I just cleared? Or will the forest reclaim its territory and eliminate any trace of our passage? As my thoughts wandered, I found myself suddenly and without warning, at the top of the ridge – a breathtaking view. The glory of the sun throwing its final rays on us as it descended behind the next ridge infused me with a longing to follow it over that ridge.

I felt renewed as we made our camp for the night. When Boone arrived with our evening meal, I found myself watching him with new interest. I felt a kinship with him born from my newfound understanding of his love for this territory.

Reporting Category: Logic Numbers 11 through 11

Performance Indicator: 3003.5.1 Make inferences and draw conclusions based on evidence in text.

11. Based on the biography, which statement can best be inferred about Boone?

- ☐ A He explored patches of forest.
- ☐ B He studied maps of the frontier.
- ☐ C He took trips across mountains.
- ☐ D He read books about adventurers.

Reporting Category: Informational Text

Numbers 12 through 13

Performance Indicator: 3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

12. Which sentence states the main idea of "Daniel Boone"?

- ☐ A Because of his family, Daniel Boone explored the frontiers in search of the ideal home.
- ☐ B Daniel Boone's dedication to exploring led him to be one of the first people to explore Kentucky.
- ☐ C After his first expedition, Daniel Boone became determined to return to Kentucky with his family.
- ☐ D Daniel Boone's love of the frontier enabled him to play an instrumental role in the settlement of Kentucky.

Performance Indicator: 3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.

13. What is the effect of the organizational structure of "Daniel Boone"?

- ☐ A It provides the reader with the reasons for Boone's expeditions.
- ☐ B It provides the reader with a concept of where the events occurred.
- ☐ C It allows the reader to analyze the significance of Boone's expeditions.
- ☐ D It allows the reader to understand the order in which the events occurred.

Reporting Category: Logic

Numbers 14 through 14

Performance Indicator: 3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

14. In which sentence from "Daniel Boone" does the author make an assumption?

- ☐ A Boone and his companions were awed by the abundance of bison and other wildlife and spent months hunting and exploring the region.
- ☐ B All the while, Boone must have dreamed about settling the vast wilderness.
- ☐ C Two years after leaving, Boone finally returned home to his wife and family.
- ☐ D For months, the men labored to clear a path over difficult terrain and through dense forest undergrowth until they finally made it to Kentucky.

Reporting Category: Informational Text

Numbers 15 through 15

Performance Indicator: 3003.6.2 Analyze information presented graphically in a complex informational or technical passage.

15. Which information does the map add to the biography?

- ☐ A It illustrates the outcome of Boone's work.
- ☐ B It explains the reason for Boone's original route.
- ☐ C It shows the obstacles of Boone's first expedition.
- ☐ D It provides the justification for Boone's exploration.

Reporting Category: Literature

Numbers 16 through 18

Performance Indicator: 3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.

16. **What is the effect of the first-person point of view of the journal?**

- ☐ A It enhances the reader's ability to trust the objectivity of the information about Boone's expedition.
- ☐ B It equips the reader with reliable facts about the personalities of Boone's expedition members.
- ☐ C It facilitates the reader's ability to imagine the experiences of Boone's expedition members.
- ☐ D It provides the reader with varying perspectives about the events surrounding Boone's expedition.

Performance Indicator: 3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.

17. **What led to the narrator's discouragement with the tasks at hand?**

- ☐ A his regret about leaving his family
- ☐ B his lack of confidence in the objective
- ☐ C his lack of experience in manual labor
- ☐ D his regret about destroying the landscape

Performance Indicator: 3003.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).

18. **How would a newspaper article about the Wilderness Road differ from this journal?**

- ☐ A The newspaper would focus more on factual details than the journal does.
- ☐ B The newspaper would provide more historical context than the journal does.
- ☐ C The newspaper would focus more on geographic features than the journal does.
- ☐ D The newspaper would provide more accurate information than the journal does.

Reporting Category: Informational Text

Numbers 19 through 19

Performance Indicator: 3003.6.4 Synthesize information across multiple complex informational or technical texts.

19. **Which point is emphasized in both the biography and the journal entry?**

- ☐ A the impact of Boone's expeditions to Kentucky
- ☐ B the experiences of Boone's companions
- ☐ C the love Boone had for his family
- ☐ D the obstacles Boone encountered

Reporting Category: Writing and Research
Numbers 20 through 20

Performance Indicator: 3003.4.2 Differentiate between primary and secondary sources.

20.

What advantage does "Daniel Boone" have over "Blazing the Trail" as a reference for the expeditions of Daniel Boone?

- ☐ **A** It provides a personal analysis of Boone's personality.
- ☐ **B** It presents a detailed explanation of Boone's motivation.
- ☐ **C** It presents an eyewitness account of all events along the trails.
- ☐ **D** It provides an objective source of information about the excursions.

Reporting Category: Communication and Media
Numbers 21 through 21

Performance Indicator: 3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

21.

Which aspect of the Wilderness Road is discussed in both the biography and the journal?

- ☐ **A** the result of creating the trail
- ☐ **B** the reason for building the trail
- ☐ **C** the difficulty of clearing the trail
- ☐ **D** the process for mapping the trail

Reporting Category: Language

Numbers 22 through 23

Performance Indicator: 3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.

22.

Read this sentence.

Drawing a contrast between the two candidates who agreed on most issues caused advertising campaigns focusing on relatively minor points.

How should the underlined part be revised to correct comma usage?

- ☐ A the two candidates, who agreed on most issues, caused advertising campaigns focusing
- ☐ B the two candidates, who agreed on most issues caused advertising campaigns, focusing
- ☐ C the two candidates who agreed, on most issues, caused advertising campaigns focusing
- ☐ D the two candidates who agreed on most issues, caused advertising campaigns focusing

Performance Indicator: 3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

23.

Read this paragraph.

(1) Opening the front door had the effect of opening the door of a blast furnace. (2) At ten o'clock in the morning, the temperature was already soaring past one hundred degrees. (3) The searing heat rushed at me and seemed to suck the air out of my lungs. (4) I stepped outside and immediately felt every drop of moisture in my body being pulled to the surface of my skin. (5) Even my eyelids began to sweat. (6) As I walked down the path, the summer heat wrapped around me like a blanket and finally warmed away the chills from my winter travels. (7) Memories of subzero weather and dense ice fog were quickly erased from my consciousness. (8) It felt good to be home.

Which sentence best reveals the writer's attitude toward the weather?

- ☐ A sentence 2
- ☐ B sentence 4
- ☐ C sentence 6
- ☐ D sentence 7

Reporting Category: Logic

Numbers 24 through 24

Performance Indicator: 3003.5.14 Distinguish the strongest or weakest point of a given argument.

24.

Read the paragraph.

(1) I feel that children watch way too much television. (2) Studies show that children, on the average, watch between three and five hours of television on weekdays and up to eight hours of television on weekends. (3) Cartoons may be funny, but children should not spend their whole lives watching them. (4) If children are spending that much time watching television, when are they doing anything else? (5) When are they sitting down to eat as a family? (6) When are they getting outside and participating in physical activities and socializing with their friends? (7) They probably are not doing much of that at all—there just would not be any time for any productive activities.

Which is the weakest point in this argument?

- ☐ A sentence 1
- ☐ B sentence 3
- ☐ C sentence 5
- ☐ D sentence 7

Reporting Category: Literature

Numbers 25 through 25

Performance Indicator: 3003.8.2 Differentiate among verbal, situational, and dramatic irony.

25.

Read this paragraph.

In Shakespeare's *Romeo and Juliet*, Juliet drinks an elixir which causes her to be in a deep, coma-like state for a period of time. Romeo and the rest of the characters think she is dead. However, the audience knows that she is just sleeping and will soon wake up.

What type of irony does the paragraph describe?

- ☐ A verbal irony
- ☐ B dramatic irony
- ☐ C situational irony
- ☐ D no irony

Reporting Category: Communication and Media

Numbers 26 through 27

Performance Indicator: 3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.

26.

Read this newspaper headline.



Look at this diagram.

Why the U.S. Entered World War II

- Hitler spreading in Europe
- Japan Bombs Pearl Harbor
- Allies Ask for Help

How do these media differ in the way they treat the bombing of Pearl Harbor?

- ☐ A The diagram expresses less emotion.
- ☐ B The newspaper headline shows less bias.
- ☐ C The diagram lists the causes of the bombing.
- ☐ D The newspaper headline gives the results of the bombing.

Performance Indicator: 3003.7.4 Infer the mood represented in a non-print medium.

27.

Look at this photograph.



Which word best describes the mood of this photograph?

- ☐ A alarmed
- ☐ B eager
- ☐ C excited
- ☐ D tranquil

Read the movie review and answer questions 28 through 35.

Moviegoers Should Flood In to See This!

Review of *Bretz's Flood*, by James Hastings,
Arlington Centennial

As someone who likes his movies filled with action sequences and special effects, I probably don't seem like the kind of person to enjoy a film about the life of a geologist.

Ah, but J Harlen Bretz was no ordinary geologist and he led a very extraordinary life! Filmmaker Toby Jackson must have known this when he made his movie. Jackson enjoys making movies that are set in the western part of the United States. Was Jackson a fellow geologist who wanted to feature "one of his own"?

And what was it about this region that so interested geologist Bretz? As described in the book, *Bretz's Flood*—the basis for this film—the channeled scablands of Eastern Washington are a rugged landscape of basalt buttes, coulees—or dry canyons—dry waterfalls, and huge potholes in the earth, all of which are characteristics of severe erosion from running water.

Bretz hiked through this rough terrain in the 1920s and published several scientific papers that claimed a monstrous flood here had carved this landscape in a matter of days. Bretz's fellow geologists scoffed at this idea. They stated their belief. Most geologic features on earth are created over long periods of time. These lengthy periods of time are called "geologic time."

This difference of opinion between Bretz and other geologists forms the major conflict explored in the movie, but it is the depiction of the colossal floods that people accepted as true only after four decades or more that kept my interest and stimulated my imagination.

Imagine waves of water as much as a thousand feet deep and flowing as fast as 70 miles an hour across the landscape of Eastern Washington. Filmmaker Jackson clearly knew that computer-generated depictions of this sort of cataclysmic event would provide exciting visuals to represent the images passing through Bretz's mind when he tried to explain his theory to skeptical groups of geologists and non-scientists alike.

The movie isn't all special effects, of course. Human relationships provide an important element of the story, too. While there was great conflict between Bretz and other geologists, he enjoyed close friendships with the students he taught, both at the University of Chicago and in the field while exploring the wild eroded features of Eastern Washington. These relationships form some of the most enjoyable scenes, depicting an ideal student-teacher bond, and the processes Bretz and his graduate students used to formulate and attempt to prove his hypothesis through painstaking field work and observation.

In a trailer preceding the movie, Jackson states that he was partly moved to make the film because he had visited the scablands and saw they would make a dramatic backdrop to the story. He also noted that very little had changed in the nearly 100 years since Bretz first set foot in this savage eroded terrain.

Bretz himself is a compelling figure for a biography of this type. Stubborn, arrogant, and often gruff and condescending toward other people, he was certainly a colorful character and veteran actor Daniel Courtland plays him well.

As Bretz aged and his theories became less controversial and more acknowledged by others in his profession, he was complemented for his early work in studying the Eastern Washington landscape. The understanding of his theories is nicely portrayed in the film as we cheer him on and are almost brought to tears when people finally come to believe in the old geologist and his wild theories.

Especially touching is the film's portrayal of the long relationship between Bretz and his wife, Fanny, to whom he was married for more than 60 years. Bretz himself lived well into his 99th year and his latter years make for bittersweet moments towards the end of the movie.

Biographical films often stretch the truth and romanticize events in the lives of the characters. Jackson played this one straight, sticking to the facts of Bretz's life as found in the pages of a book about Bretz.

For a mix of scientific theory, teacher-student interaction, the thrill of exploration, and outstanding special effects, you should give *Bretz's Flood* a viewing. I think you'll be pleasantly surprised!

Reporting Category: Language

Numbers 28 through 29

Performance Indicator: 3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).

28. Which sentence from the review uses the underlined word incorrectly?

- ☐ A This difference of opinion between Bretz and other geologists forms the major conflict explored in the movie, but it is the depiction of the colossal floods that people accepted as true only after four decades or more that kept my interest and stimulated my imagination.
- ☐ B In a trailer preceding the movie, Jackson states that he was partly moved to make the film because he had visited the scablands and saw they would make a dramatic backdrop to the story.
- ☐ C As Bretz aged and his theories became less controversial and more acknowledged by others in his profession, he was complemented for his early work in studying the eastern Washington landscape.
- ☐ D Especially touching is the film's portrayal of the long relationship between Bretz and his wife, Fanny, to whom he was married for more than 60 years.

Performance Indicator: 3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.

29. Read this excerpt from the review.

Bretz's fellow geologists scoffed at this idea. They stated their belief. Most geologic features on earth are created over long periods of time. These lengthy periods of time are called "geologic time."

Which revision of the excerpt best communicates the author's message?

- ☐ **A** Bretz's fellow geologists stated their belief—scoffing at Bretz's idea—that most geologic features on earth are created over lengthy periods of time called "geological time."
- ☐ **B** Bretz's fellow geologists stated their belief that most geologic features on earth are created over long periods of time called "geologic time," and they scoffed at Bretz's idea.
- ☐ **C** Bretz's fellow geologists scoffed at this idea, stating their belief that most geologic features on earth are created over long periods of time—"geologic time," as these lengthy periods are called.
- ☐ **D** Bretz's fellow geologists scoffed at this idea by stating their belief that most geologic features on earth are created over long periods of time and that these lengthy periods of time are called "geologic time."

Reporting Category: Writing and Research

Performance Indicator: 3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

30. Read this sentence from the review.

He also noted that very little had changed in the nearly 100 years since Bretz first set foot in this savage eroded terrain.

Which word best replaces the underlined word?

- ☐ **A** savaged
- ☐ **B** savagely
- ☐ **C** savaging
- ☐ **D** no change

Performance Indicator: 3003.3.3 Select the most vivid and compelling word to strengthen a description.

31. Read these sentences from the review.

Biographical films often stretch the truth and romanticize events in the lives of the characters. _____, Jackson played this one straight, sticking to the facts of Bretz's life as found in the pages of a book about Bretz.

Which transitional word correctly joins these sentences?

- ☐ **A** Furthermore
- ☐ **B** Specifically
- ☐ **C** Nevertheless
- ☐ **D** Certainly

Performance Indicator: 3003.3.7 Select the thesis statement in a writing sample or passage.

32. Read Paragraph 7 from the review.

(1) The movie isn't all special effects, of course. (2) Human relationships provide an important element of the story, too. (3) While there was great conflict between Bretz and other geologists, he enjoyed close friendships with the students he taught, both at the University of Chicago and in the field while exploring the wild eroded features of eastern Washington. (4) These relationships form some of the most enjoyable scenes, depicting an ideal student-teacher bond, and the processes Bretz and his graduate students used to formulate and attempt to prove his hypothesis through painstaking field work and observation.

Which sentence is the thesis statement of the paragraph?

- ☐ A Sentence 1
- ☐ B Sentence 2
- ☐ C Sentence 3
- ☐ D Sentence 4

Performance Indicator: 3003.3.11 Determine the writer's purpose in a writing sample.

33. This review is best for moviegoers who are interested in

- ☐ A realistic action sequences.
- ☐ B scientific biographies.
- ☐ C social relationships.
- ☐ D geological history.

Performance Indicator: 3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

34. Read this paragraph from the review.

Ah, but J Harlen Bretz was no ordinary geologist and he led a very extraordinary life! Filmmaker Toby Jackson must have known this when he made his movie. Jackson enjoys making movies that are set in the western part of the United States. Was Jackson a fellow geologist who wanted to feature "one of his own"?

Which sentence from the paragraph is irrelevant and should be deleted?

- ☐ A Ah, but J Harlen Bretz was no ordinary geologist and he led a very extraordinary life!
- ☐ B Filmmaker Toby Jackson must have known this when he made his movie.
- ☐ C Jackson enjoys making movies that are set in the western part of the United States.
- ☐ D Was Jackson a fellow geologist who wanted to feature "one of his own"?

Performance Indicator: 3003.2.3 Distinguish between a critique and a summary.

35. Read Paragraph 9 from the review.

Bretz himself is a compelling figure for a biography of this type. Stubborn, arrogant, and often gruff and condescending toward other people, he was certainly a colorful character and veteran actor Daniel Courtland plays him well.

Paragraph 9 is a critique, not a summary, because the author

- ☐ A describes the main character.
- ☐ B states the genre of the movie.
- ☐ C provides the name of the lead actor.
- ☐ D expresses a judgment about the acting.

Read the poem and answer questions 36 through 41.

The Flying Paper Man

- 1 I found him where I left him a decade ago,
When I was seven and the universe was a playground,
And eternity, a finger-painted afternoon.
He lived in the attic, in a moldy cardboard box,
5 Along with model airplanes, and dried-up paint-by-number sets.
- His arms and legs were slender wooden dowels,
Joined with a tourniquet of masking tape.
His body was triangular; his skin, a sheet of newsprint,
Now ten years out of date.
- 10 His tail was a length of cord tied with strips of tattered rags.
- At his nexus was attached a faded cotton string
That coiled until it culminated in a spool, still tightly wound.
I was about to put him back in his cardboard cubicle,
When I thought I heard him whisper in a raspy voice-like wind,
15 "Take me to a hillside and let me fly again."
- And so we ran together to a clearing in a park.
I held him skyward till a sudden breeze grabbed hold of his arms
And lifted him beyond the oaks, into a watercolor sky,
As I unspooled his lifeline, and gave him sovereignty to sail,
20 He tugged against his leash, as if to beg for liberty.
- As my Icarus rose skyward, I released the string,
And watched the diamond newsprint being swallowed by the sky,
I thought of things that vanish, like disappearing ink,
Absorbed into tomorrows, as the child into the man.

Performance Indicator: 3003.3.4 Select the most precise word from a given list of synonyms.

36. Read this excerpt from the poem.

At his nexus was attached a faded cotton string
That coiled until it culminated in a spool,
still tightly wound.

Which word is the best replacement for the underlined word in the poem?

- ☐ A finger
- ☐ B head
- ☐ C feet
- ☐ D center

Reporting Category: Literature Numbers 37 through 41

Performance Indicator: 3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).

37. Read these lines from the poem.

As I unspooled his lifeline, and gave him
sovereignty to sail,
He tugged against his leash, as if to
beg for liberty.

Which literary element is present in these lines?

- ☐ A archetype
- ☐ B flashback
- ☐ C paradox
- ☐ D satire

Performance Indicator: 3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.

38. **What does the flying paper man symbolize for the narrator by the end of the poem?**
- ☐ A the narrator's loss of childhood
 - ☐ B the uncertain future the narrator faces
 - ☐ C the man the narrator wishes he could be
 - ☐ D the narrator's inability to remember his old playmate

Performance Indicator: 3003.8.8 Analyze sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).

39. **Read this line from the poem.**
That coiled until it culminated in a spool,
still tightly wound.
- Identify the metric device used in the line.**
- ☐ A repetition
 - ☐ B onomatopoeia
 - ☐ C alliteration
 - ☐ D internal rhyme

Performance Indicator: 3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

40. **"The Flying Paper Man" is an example of which type of poetry?**
- ☐ A epic
 - ☐ B dramatic poetry
 - ☐ C ballad
 - ☐ D lyric poetry

Performance Indicator: 3003.8.14 Identify classical, historical, and literary allusions in context.

41. **Which line from the poem contains a classical allusion?**
- ☐ A I found him where I left him a decade ago
 - ☐ B At his nexus was attached a faded cotton string
 - ☐ C When I thought I heard him whisper in a raspy voice-like wind
 - ☐ D As my Icarus rose skyward, I released the string

Reporting Category: Writing and Research

Numbers 42 through 44

Performance Indicator: 3003.3.2 Choose the most effective order of sentences in a paragraph.

42.

Read this paragraph.

(1) Mr. Hiller had grown tired of ducking his head all the time. (2) Walking beneath the tree had become very difficult. (3) He retrieved his pruning saw from the garage and headed toward the backyard. (4) It was time to trim the lower branches of that redbud tree.

What is the correct order for these sentences?

- ☐ A 1, 2, 4, 3
- ☐ B 1, 4, 2, 3
- ☐ C 3, 4, 1, 2
- ☐ D 3, 1, 4, 2

Performance Indicator: 3003.3.7 Select the thesis statement in a writing sample or passage.

43.

Read this paragraph.

What a day it was, the day Old Doc was born! Mr. Whitley called me early that morning and told me to hurry over to his clinic. He said the pups were on the way. I got there in time to see Old Doc come out. The minute I held him, I knew he was the one for me. Of course, he wasn't really "old" then, but he just had a wise look about him. The name Old Doc fit him perfectly.

What is the thesis statement of this paragraph?

- ☐ A What a day it was, the day Old Doc was born!
- ☐ B I got there in time to see Old Doc come out.
- ☐ C The minute I held him, I knew he was the one for me.
- ☐ D The name Old Doc fit him perfectly.

Performance Indicator: 3003.3.13 Identify the targeted audience for a selected passage.

44.

Read this excerpt.

(1) The children shouted with delight as the clown began juggling the rubber fish while he balanced on the seat of a unicycle. (2) As the fish flew higher and higher into the air, the children's squeals grew louder and louder. (3) Parents mingled in the back of the auditorium, murmuring about the success of this year's festival. (4) The clown finished with a flourish to the children's cheers before jumping off of his unicycle.

Which sentence provides the best example of parallelism?

- ☐ A sentence 1
- ☐ B sentence 2
- ☐ C sentence 3
- ☐ D sentence 4

Reporting Category: Communication and Media

Numbers 45 through 46

Performance Indicator: 3003.2.2 Distinguish between a summary and a paraphrase.

45.

Read this excerpt from an essay written by a woman who won a 26-mile marathon.

I had the finish line in sight, but my muscles seized and my lungs no longer seemed to be taking in air. I had run steadily for over three long hours, but these final minutes were the most grueling. I had to find a way to make my body obey my mind, to convince each foot to swing in front of the other those last few yards.

Which is a paraphrase, not a summary, of the excerpt?

- ☐ A The narrator could not make it to the finish line because she could not breathe and her legs were hurting.
- ☐ B The narrator struggled in the final moments of the race and had to overcome intense physical distress to make it across the finish line.
- ☐ C Despite being close to the finish line, the narrator's body was giving out. She almost did not make it because of the intense physical distress.
- ☐ D The narrator could see the finish line, but her legs hurt and she could not breathe. She had run for several hours, but the last part of the race was the most difficult. She had to think her way through the final moments to get her body to cooperate.

Performance Indicator: 3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).

46.

Read this excerpt from a speech by a celebrity at a college campus to encourage students to vote in an upcoming presidential election.

Your vote is your voice. Our country needs your vivacious spirit at the polls, your vitality. Visualize the future you want for yourself and make it happen. You are more valuable to this country than you realize.

Which rhetorical device does the speaker use?

- ☐ A alliteration
- ☐ B antithesis
- ☐ C parallelism
- ☐ D simile

Read the article and answer questions 47 through 54.

Setting up a Safe Campsite

With proper preparation, anyone can set up a campsite. Things to consider include the following: location, environmental and physical hazards, and the equipment needed for the trip. The following guidelines may help to ensure a safe and enjoyable experience for all involved.

Choosing a location to camp:

Every state has a variety of public and private campsites. If you choose an alternate location, contact the party responsible for the land prior to camping there.

- For sites located within a town or village, contact the Parks and Recreation Department.
- If the site is on state land, contact one of the following: the Forest Service, Department of Land Management, National Park Service, or the U.S. Fish and Wildlife Service.
- If the site is on private land, contact the owner directly.
- Make sure you have current maps for the area.
- If the area has no bathroom facilities, check to see if it is permissible to dig a latrine at a safe distance from any water source.

Weather:

Avoid camping in inclement weather, when possible. There are certain steps you can and should take in case of poor weather conditions. Check the weather forecast before you leave on your trip and plan accordingly.

- A tent is not watertight. Standing or flowing water will soak your tent and everything inside it. Pitch your tent on high ground, but make sure higher ground will not send run-off through your campsite.
- A tent will not protect you from lightning. Seek safe shelter inside a hard-topped car or fully enclosed building at the first rumble of thunder or flash of lightning, and remain inside for thirty minutes following the last evidence of thunder. When no safe enclosure is available, avoid high areas, open fields, and tall objects that stand apart from others such as flagpoles, trees, etc.
- Use only tents graded for winter camping. Select one that protects against cold, wetness, wind, and possible tent collapse due to accumulated snow. Choose a freestanding dome tent with a rainfly, ground sheet, and plenty of room inside. Using a frost liner¹ inside the tent will decrease condensation.

Selecting a safe site to set up your tent:

There are many environmental and physical hazards to consider before setting up your tent. These hazards can either endanger a camper or lead to an undesirable experience.

- Water dangers: pitch the tent on high ground to avoid water runoff or collection.

- Harmful insects: check for ant hills and bee and wasp nests.
- Harmful foliage: stay away from thorny bushes and poison ivy, oak, and sumac. Also, do not pitch your tent near or under trees with dead or fallen branches.
- Fire safety: make sure the campsite is at least fifteen feet upwind from any fire source. Pitch the tent at least three feet away from any dried grass or leaves in all directions.
- Sun dangers: the inside of the tent collects heat. Pitch the tent in a shady area.
- Wind: high winds can damage and possibly blow away a tent. Make sure to secure the tent.
- Harmful litter: check the ground for objects such as glass, broken metal, or rocks that could damage your tent or injure the campers.
- Animal dangers: check with the park ranger to determine the local animal hazards. Store food (except sealed canned food) and garbage in your car or upwind of your campsite. If you store it outside, use a rope to hang the food from a branch (ten feet or higher) at least 300 feet away from your campsite.

Pitching the tent:

The type and size of tent you use will depend on where, when, and who is camping. Observe guidelines that apply to all tent camping.

- Lay a tarp several inches larger than the tent base in the area where you will pitch the tent and follow the manufacturer's instructions. Set up your tent so the poles and seams are taut.
- Use correct tent stakes for the terrain. Smaller diameter stakes work well in hard ground. Wide diameter stakes work in sand and snow, but they do not securely anchor the tent in case of wind or rain.
- Use a rainfly² if needed for extra protection from rain.
- Add bright fabric to the guy lines³ to make them more visible.

Other things to consider:

In addition to the above guidelines for setting up a safe campsite, there are a few other things to consider.

- Secure your valuables in your car or at home.
- Each time you camp, check your tent for rips in the fabric.
- Use a seam sealer or other waterproofing treatment once a season to keep condensation from forming inside the tent.
- Arrive early enough to set up your camp during daylight hours.
- When hiking on trails, stay on the path; do not cut across switchbacks to reach parallel parts of the trail. You will injure the plant life.
- If you camp in remote areas, there may be no or limited cell phone service. You will not be able to call, text, or e-mail if you need assistance. You can set up a safe campsite if you prepare, plan, and use caution with environmental and physical hazards. Camping can be a fun and rewarding activity.

¹**Frost liner:** an inner cotton liner that collects moisture inside the tent.

²**Rainfly:** an extra piece of tent material that rests on the top and hangs loose or projects from the sides of the tent.

³**Guy lines:** ropes used to tether the tent to the tent stakes.

Reporting Category: Language

Numbers 47 through 47

Performance Indicator: 3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.

47. **Read this sentence.**

When hiking on trails, stay on the path; do not cut across switchbacks to reach parallel parts of the trail.

What is the meaning of the underlined word in this sentence?

- ☐ A a bundle of thin tree branches
- ☐ B a change in a person's decision
- ☐ C a railway with curves in high and low areas
- ☐ D a path or trail that zigzags back and forth across a steep area

Reporting Category: Writing and Research

Numbers 48 through 49

Performance Indicator: 3003.3.14 Select the proper format to convey a set of work-related information.

48. **Read this excerpt from the article.**

If the site is on state land, contact one of the following: the Forest Service, Department of Land Management, National Park Service, or the U.S. Fish and Wildlife Service.

What is the best form of communication for these organizations to convey the information to the campers?

- ☐ A posters
- ☐ B Web sites
- ☐ C written letters
- ☐ D telephone calls

Performance Indicator: 3003.3.11 Determine the writer's purpose in a writing sample.

49. **Who is the target audience for the article?**

- ☐ A people new to camping
- ☐ B seasoned campers
- ☐ C young children
- ☐ D businessmen

Reporting Category: Logic

Numbers 50 through 51

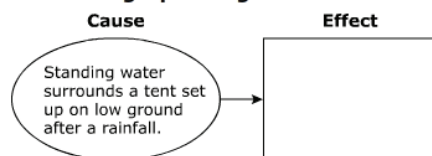
Performance Indicator: 3003.5.1 Make inferences and draw conclusions based on evidence in text.

50. **What can the reader conclude based on the evidence in the article?**

- ☐ A Camping is hard work.
- ☐ B Many things can go wrong at a campsite.
- ☐ C There is very little to do before pitching your tent.
- ☐ D It is important to be prepared when planning a camping trip.

Performance Indicator: 3003.5.4 Analyze cause-effect relationships in text.

51. Read this graphic organizer.



What is the direct effect of the cause?

- ☐ A The tent collapses.
- ☐ B The tent stays dry inside.
- ☐ C Everything in the tent gets wet.
- ☐ D The tent occupants become sick.

Reporting Category: Informational Text Numbers 52 through 53

Performance Indicator: 3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.

52. The organization of the article supports its purpose of safety and health of all campers by

- ☐ A giving readers a list of major weather hazards they could encounter when camping.
- ☐ B highlighting each of the major steps to take prior to setting up a safe campsite.
- ☐ C describing the types of equipment needed when camping.
- ☐ D listing what to avoid when pitching a tent.

Performance Indicator: 3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

53. Which sentence from the article best states the main idea?

- ☐ A There are certain steps you can and should take in case of poor weather conditions.
- ☐ B There are many environmental and physical hazards to consider before setting up your tent.
- ☐ C You can set up a safe campsite if you prepare, plan, and use caution with environmental and physical hazards.
- ☐ D Camping can be a fun and rewarding activity.

Reporting Category: Communication and Media Numbers 54 through 54

Performance Indicator: 3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.

54. Which topic in the article would the author omit if presenting the information in a public campground flier?

- ☐ A choosing a location to camp
- ☐ B other tips to consider
- ☐ C pitching the tent
- ☐ D weather

Reporting Category: Language

Numbers 55 through 58

Performance Indicator: 3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.

55.

Read this sentence.

While not sanguine as the debating team prepared for the competition, Coach Halloway kept a positive attitude and drilled the team on their subjects and skills.

What is the meaning of sanguine as it is used in this sentence?

- ☐ A obsessed about details
- ☐ B worried about the future
- ☐ C purposeful about success
- ☐ D hopeful about the outcome

Performance Indicator: 3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.

56.

Read these sentences.

Toni _____ junior high school for ten years. She is a strong teacher who inspires her students and encourages them to strive to do their best.

Which word best fills in the blank?

- ☐ A taught
- ☐ B teaches
- ☐ C has taught
- ☐ D will have taught

Performance Indicator: 3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.

57.

Read this sentence.

The costumes created for our production of *Romeo and Juliet* by the students in home economics did not fit, so we sent them all back to the high school.

What is the correct way to revise this sentence to avoid an ambiguous pronoun reference?

- ☐ A The costumes created by the students in home economics for our production of *Romeo and Juliet* did not fit, so we sent them back to the high school.
- ☐ B The costumes created by the students in home economics for a production of *Romeo and Juliet* did not fit, so we sent all of them back to the high school.
- ☐ C The costumes created by the students in home economics for our production of *Romeo and Juliet* did not fit, so we sent them all back to the high school.
- ☐ D The costumes created by the students in home economics for our production of *Romeo and Juliet* did not fit, so we sent the costumes back to the high school.

Performance Indicator: 3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/ further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).

58.

Read these sentences.

The owl's body remained _____ even as _____ head swiveled at an impossible angle to watch me pass.

Which words correctly complete the sentence?

- ☐ A stationary, its
- ☐ B stationary, it's
- ☐ C stationery, its
- ☐ D stationery, it's

Reporting Category: Writing and Research

Numbers 59 through 59

Performance Indicator: 3003.3.4 Select the most precise word from a given list of synonyms.

59.

Read this sentence from a report for a history class.

The leaders met to talk about and come to some sort of agreement about the terms of the treaty.

Which word is the **most** precise and accurate word to replace the underlined portion of the sentence?

- ☐ A negotiate
- ☐ B mediate
- ☐ C discuss
- ☐ D ratify

Read the tall tale and the memoir, then answer questions 60 through 69.

A Horse of Another Color

I never saw anything like it in all my born years. That was the finest stallion ever, white as snow and wild as the wind. He could be standing proudly on top of the ridge or taking a drink at the river's edge, but the minute you laid eyes on him, he'd wheel around and race off lickety-split in a cloud of dust. By the time you got to where he had been he had just plain disappeared.

Lots of fellers wanted to catch that horse, and some had tried. But ever' time someone went out, he'd come back saying that old stallion had disappeared again. Once in a while, someone would tell of seeing a brown horse, though.

Then one day, a stranger came into town telling 'bout a brown stallion he'd seen out near the river. Said he'd been trying to catch that stallion for a week or so. But ever' time he searched for it there was no brown stallion to be found. Oh, he'd sometimes see a white one, but he wanted that brown one.

Strange enough, there warn't anyone who had seen both stallions at the same time. They'd only see the white one or the brown one. So one day the townsfolk decided to go out and stay until they caught the white stallion, while the stranger said he was going to catch the brown stallion.

Well, the men from town spotted the white stallion and took out after him. That horse ran into a small canyon and disappeared behind a big stand of rocks, where the walls of the canyon kind of penned him in. Then the stranger came a-galloping up from the other end of the canyon. He hollered that he had just seen his stallion behind that big stand of rocks. He knew it was his stallion because he saw some brown. Well, the men from town knew full well that the white stallion had run behind the rocks. They figured both horses must be there.

So half the men went around the rocks one way, and half went the other way, so neither stallion could get away. What they saw was just one stallion, brown and white spotted. Well, it turned out that darned old horse could change color. But now that they had seen him changing, he had to stay the way he was. So for the rest of his life, he was a spotted pinto.

The men all agreed to just let him go. They said he had earned his freedom. And to this day, you can still see that pinto stallion standing on the mesa or along the river's edge.

The First Horse I Ever Rode

I have loved horses ever since I was a small child. Growing up, I probably read every horse story ever written. My favorite was *Misty of Chincoteague*, about a pinto foal living on the island of Chincoteague off the coast of Virginia.

I grew up in a semirural suburb that had some small farms mixed in with the roads of newly developed houses. A pasture of one of these farms was down the road from my home. We neighborhood kids loved to climb the fence into that pasture, because there was a big stand of weeping willow trees clustered around a meandering stream. We spent hours swinging back and forth across the stream on the overhanging branches of those trees.

I would swing with the others for a while, but soon I was drawn away to some horses in that pasture. They usually gathered in a grove of cottonwood trees some distance from where we were swinging. I stood among them, rubbing their velvety noses and inhaling their sweet, warm scent.

One of those horses was a pinto, and of course I named her Misty. I used to lean against her with my arms around her neck and my face buried in her mane, daydreaming about riding her, but she was a good-sized horse and I could not jump high enough to get onto her back.

One day I had a brainstorm. If I could get Misty to the fence, I could stand on a rail to reach her back. So I grabbed a hank of her mane and tried to lead her down to the fence, but Misty wanted to stay with the other horses. Then I got the other kids to come help me. We all took hold of the horses' manes and, gentle animals that they were, they allowed us to lead them.

When we arrived at the fence, I finally positioned Misty close enough to the rail that I could stand on it and throw my leg across her back. Sure enough, I managed to get on. I was riding!

Of course, I had imagined myself flying across the ground with her, as though we were running in the Kentucky Derby. What actually happened was that she and the other horses grew tired of being at the fence and started walking back toward the cottonwood grove. Naturally, I had no bridle and had no control over where she could go. I just sat there while she walked along with the other horses. When the horses returned to the grove, they resumed their peaceful grazing.

I slipped off Misty's back. I rubbed her nose and cheek some more and then headed back to join the other kids. I had become a rider.

Reporting Category: Literature

Numbers 60 through 65

Performance Indicator: 3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

60. Which phrase from "A Horse of Another Color" is an example of an idiom?

- ☐ A wild as the wind
- ☐ B race off lickety-split
- ☐ C in a cloud of dust
- ☐ D a big stand of rocks

Performance Indicator: 3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.

61. How does the setting of the canyon affect the plot of "A Horse of Another Color"?

- ☐ A It allows the horse to lose its fear of people.
- ☐ B It shows the kind of area where the horse lives.
- ☐ C It provides a place for the people to trap the horse.
- ☐ D It establishes the reason the horse has eluded capture.

Performance Indicator: 3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

62. During which part of "A Horse of Another Color" do the men realize that there is just one horse?

- ☐ A the rising action
- ☐ B the climax
- ☐ C the falling action
- ☐ D the resolution

Performance Indicator: 3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.

63. Based on "A Horse of Another Color," which statement is most likely an idea the author believes?

- ☐ A Wild horses are excellent for riding.
- ☐ B Wild horses should be free from captivity.
- ☐ C Pintos are the most beautiful breed of horses.
- ☐ D Pintos are more common than other breeds of horses.

Performance Indicator: 3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.

64. What is the effect of the first-person point of view in "The First Horse I Ever Rode"?

- ☐ A It helps readers share in the narrator's experience.
- ☐ B It lets readers know what the narrator's friends think.
- ☐ C It explains why the horse reacts to the narrator as it does.
- ☐ D It gives readers insight into other things the narrator has written.

Performance Indicator: 3003.8.2 Differentiate among verbal, situational, and dramatic irony.

65. Which idea illustrates situational irony in "The First Horse I Ever Rode"?

- ☐ A The narrator did not particularly like pintos until reading *Misty of Chincoteague*.
- ☐ B The narrator tried to lead Misty, but Misty would not come because she wanted to stay with the other horses.
- ☐ C After finally getting on Misty's back, the narrator could not control where Misty went because she didn't have a bridle.
- ☐ D Although the narrator went to the farm to swing from the willow trees, the narrator always ended up petting the horses.

Reporting Category: Logic

Numbers 66 through 66

Performance Indicator: 3003.5.4 Analyze cause-effect relationships in text.

66. Which event from "The First Horse I Ever Rode" shows that the narrator is a determined person?

- ☐ A The horses allow the narrator to pet them.
- ☐ B The horses allow themselves to be led to the fence.
- ☐ C The narrator discovers a way to get on Misty.
- ☐ D The narrator rides Misty without a bridle.

Reporting Category: Literature

Numbers 67 through 69

Performance Indicator: 3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).

67. Which archetype is in both the tall tale and the memoir?

- ☐ A the adult storyteller
- ☐ B the friendly stranger
- ☐ C the girl who loves horses
- ☐ D the horse that changes color

Performance Indicator: 3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.

68. Which theme applies to both "A Horse of Another Color" and "The First Horse I Ever Rode"?

- ☐ A Taming a horse is a challenge.
- ☐ B People often enjoy riding horses.
- ☐ C Owning a horse is a considerable responsibility.
- ☐ D People often recall their first experience with horses.

Performance Indicator: 3003.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).

69. How is the narrator in the tall tale "A Horse of Another Color" different from the narrator of the memoir "The First Horse I Ever Rode"?

- ☐ A The narrator of the tall tale simply relates events, while the narrator in the memoir shares feelings and emotions.
- ☐ B The narrator of the tall tale took part in the events, while the narrator in the memoir never experienced the events in the story.
- ☐ C The narrator of the tall tale is of an unknown age, while the narrator in the memoir is an older adult.
- ☐ D The narrator of the tall tale relates happy events, while the narrator in the memoir relates a sad story.

Reporting Category: Logic

Numbers 70 through 70

Performance Indicator: 3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.

70.

Read the paragraph.

(1) Every teacher in the school is certified. (2) No person can receive certification unless the person scores 70 percent on the national teacher exam. (3) They must also have worked for the district for three years. (4) Therefore, every teacher in our school must have worked here for a while and be very intelligent.

Which sentence in this argument would be categorized as the conclusion?

- ☐ A sentence 1
- ☐ B sentence 2
- ☐ C sentence 3
- ☐ D sentence 4

Reporting Category: Communication and Media

Numbers 71 through 71

Performance Indicator: 3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

71.

Read these two descriptions of a commencement speech by a student.

From the local newspaper:

The commencement ceremony featured a speech by class valedictorian Sandra Garza. The title of the address was "Grasping Our Past, Reaching Our Future." Ms. Garza called upon her fellow students to remember their experiences at home and at school even as they prepare to embark on new adventures.

From the student's journal:

I had planned my speech for months in advance. I practiced it obsessively for weeks. However, for a moment I forgot the entire thing! I stood up there and looked at the lights and just forgot everything. It upsets me just to think about it even now. Then I looked down at my class. I could see many friends out there. I just took a moment and looked at them all. I felt calm. Then I started. The speech came back to me without even thinking about it.

How does the tone of the newspaper description compare to that of the student's journal?

- ☐ A The tone in both the newspaper and journal is impartial.
- ☐ B The tone in both the newspaper and journal is frustrated.
- ☐ C The tone in the newspaper is objective; the tone in the journal is emotional.
- ☐ D The tone in the newspaper is brusque; the tone in the journal is enthusiastic.

Reporting Category: Language

Numbers 72 through 74

Performance Indicator: 3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu*, *faux pas*, *du jour*, *bon voyage*, *alma mater*, *cum laude*, *femme fatale*, *esprit de corps*, *verbatim*, *E pluribus unum*, *prima donna*, *avantgarde*, *status quo*, *joie de vivre*, *carte blanche*, *caveat emptor*, *alpha and omega*, *tabula rasa*, *hoi polloi*, *ad nauseam*, *carpe diem*, *tempus fugit*, *c'est la vie*, *bona fide*, *savoir faire*, *non sequitur*, *id est*, *enfant terrible*, *terra firma*, *vox populi*, *ad hoc*, *cause célèbre*, *magnum opus*, *persona non grata*, *quid pro quo*, *je ne sais quoi*, *modus operandi*, *nom de plume*, *haute couture*, *mea culpa*).

72.

Read this paragraph.

Pauletta walked through the doorway and felt immediately struck by the sense that she had been here before. Yet, she knew that was impossible. This was her first trip to the Metropolitan Museum of Modern Art in New York. Still, she could not shake the feeling that this had happened before.

What is the name of the sensation that Pauletta experiences?

- ☐ A *déjà vu*
- ☐ B *faux pas*
- ☐ C *cause célèbre*
- ☐ D *je ne sais quoi*

Performance Indicator: 3003.1.8 Choose correctly or incorrectly spelled words.

73.

Read this sentence.

Wondering whether his findings would be aplicable to the current research project, Dr. Lamb hesitated to share them.

What is the correct way to spell the underlined word?

- ☐ A aplicabel
- ☐ B applicible
- ☐ C applicable
- ☐ D no change

Performance Indicator: 3003.1.9 Proofread for errors in capitalization and punctuation.

74.

Read these sentences.

Over the years the Ingalls family lived in several places in the midwest, including Minnesota and South Dakota. They began their adventures by heading southwest from their woodland Wisconsin home to a Kansas prairie.

What is the correct way to revise the underlined portion of the sentences?

- ☐ A several places in the Midwest, including Minnesota and South Dakota. They began their adventures by heading southwest
- ☐ B several places in the Midwest, including Minnesota and South Dakota. They began their adventures by heading Southwest
- ☐ C several places in the midwest, including Minnesota and South Dakota. They began their adventures by heading Southwest
- ☐ D correct as is

Reporting Category: Writing and Research

Numbers 75 through 76

Performance Indicator: 3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

75.

Read the paragraph.

(1) Students can improve their study skills by reading ahead before the teacher presents the information in class. (2) Reading ahead gives students the opportunity to take notes and prepare questions for the teacher. (3) The process can be time-consuming, but the time is definitely worth the effort. (4) When students are better prepared, they can achieve much more than they normally would.

Which sentence best states the writer's attitude?

- ☐ A sentence 1
- ☐ B sentence 2
- ☐ C sentence 3
- ☐ D sentence 4

Performance Indicator: 3003.3.4 Select the most precise word from a given list of synonyms.

76.

Read these sentences.

The lost hikers shone their fading flashlights through the broken windows into the decrepit cabin to see if it was available. From the outside it looked as if nature had reclaimed it. Moss covered the entire roof and the damp logs smelled of rot and decay. Their light revealed the interior to be dry, and they felt relieved to find some respite from the howling wind and pounding rain they had hiked through for hours.

Which word **best** replaces the underlined word to provide precision and clarity?

- ☐ A appropriate
- ☐ B habitable
- ☐ C polluted
- ☐ D vacant

Reporting Category: Logic

Numbers 77 through 77

Performance Indicator: 3003.5.14 Distinguish the strongest or weakest point of a given argument.

77.

A group is trying to save a 300-year-old tree from being cut down to make way for a new parking lot. Read this excerpt from a flier the group has placed on car windows to gain public support.

It is estimated that the oak tree on the corner of First Avenue and Union Street first sprouted the year Benjamin Franklin was born. It stood on that spot when the Declaration of Independence was signed and grew taller still when Lincoln gave the Gettysburg Address. It was a giant when the Wright Brothers took their first flight, and it stood tall and strong through two world wars. Losing this tree means losing our history and wiping out the past to make way for the future. Do you want your children's future to be a treeless parking lot? Where will our children play on a sunny day with no tree to climb? Please contact your local representatives and ask them to prevent the destruction of our city's natural beauty.

Which line from the flier represents the weakest argument for saving the oak tree?

- ☐ A It was a giant when the Wright Brothers took their first flight, and it stood tall and strong through two world wars.
- ☐ B Losing this tree means losing our history and wiping out the past to make way for the future.
- ☐ C Do you want your children's future to be a treeless parking lot?
- ☐ D Where will our children play on a sunny day with no tree to climb?

Form 6 : English III

Item Number	Correct Answer	Performance Indicator
1	D	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
2	B	3003.1.9 Proofread for errors in capitalization and punctuation.
3	A	3003.3.6 Revise to correct a nonparallel construction.
4	A	3003.3.3 Select the most vivid and compelling word to strengthen a description.
5	D	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.
6	D	3003.2.2 Distinguish between a summary and a paraphrase.
7	C	3003.4.6 Identify information that must be cited or attributed within a writing sample.
8	D	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
9	B	3003.7.2 Select the type of conflict represented in a non-print medium.
10	D	3003.4.3 Evaluate the reliability and credibility of sources for use in research.
11	A	3003.5.1 Make inferences and draw conclusions based on evidence in text.
12	D	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

13	D	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
14	B	3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
15	A	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.
16	C	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
17	B	3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.
18	A	3003.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).
19	B	3003.6.4 Synthesize information across multiple complex informational or technical texts.
20	D	3003.4.2 Differentiate between primary and secondary sources.
21	C	3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
22	A	3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
23	C	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
24	B	3003.5.14 Distinguish the strongest or weakest point of a given argument.

25	B	3003.8.2 Differentiate among verbal, situational, and dramatic irony.
26	A	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.
27	D	3003.7.4 Infer the mood represented in a non-print medium.
28	C	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
29	C	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
30	B	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
31	C	3003.3.3 Select the most vivid and compelling word to strengthen a description.
32	B	3003.3.7 Select the thesis statement in a writing sample or passage.
33	B	3003.3.11 Determine the writer's purpose in a writing sample.
34	C	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
35	D	3003.2.3 Distinguish between a critique and a summary.
36	D	3003.3.4 Select the most precise word from a given list of synonyms.

37	C	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
38	A	3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.
39	C	3003.8.8 Analyze sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
40	D	3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
41	D	3003.8.14 Identify classical, historical, and literary allusions in context.
42	B	3003.3.2 Choose the most effective order of sentences in a paragraph.
43	D	3003.3.7 Select the thesis statement in a writing sample or passage.
44	B	3003.3.13 Identify the targeted audience for a selected passage.
45	D	3003.2.2 Distinguish between a summary and a paraphrase.
46	A	3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).
47	D	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.
48	B	3003.3.14 Select the proper format to convey a set of work-related information.
49	A	3003.3.11 Determine the writer's purpose in a writing sample.

50	D	3003.5.1 Make inferences and draw conclusions based on evidence in text.
51	C	3003.5.4 Analyze cause-effect relationships in text.
52	B	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
53	C	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
54	A	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.
55	D	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.
56	C	3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
57	D	3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.
58	A	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
59	A	3003.3.4 Select the most precise word from a given list of synonyms.
60	B	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

61	C	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.
62	B	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
63	B	3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.
64	A	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
65	C	3003.8.2 Differentiate among verbal, situational, and dramatic irony.
66	C	3003.5.4 Analyze cause-effect relationships in text.
67	A	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
68	D	3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.
69	A	3003.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).
70	D	3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
71	C	3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

72	A	3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> , <i>alma mater</i> , <i>cum laude</i> , <i>femme fatale</i> , <i>esprit de corps</i> , <i>verbatim</i> , <i>E pluribus unum</i> , <i>prima donna</i> , <i>avantgarde</i> , <i>status quo</i> , <i>joie de vivre</i> , <i>carte blanche</i> , <i>caveat emptor</i> , <i>alpha and omega</i> , <i>tabula rasa</i> , <i>hoi polloi</i> , <i>ad nauseam</i> , <i>carpe diem</i> , <i>tempus fugit</i> , <i>c'est la vie</i> , <i>bona fide</i> , <i>savoir faire</i> , <i>non sequitur</i> , <i>id est</i> , <i>enfant terrible</i> , <i>terra firma</i> , <i>vox populi</i> , <i>ad hoc</i> , <i>cause célèbre</i> , <i>magnum opus</i> , <i>persona non grata</i> , <i>quid pro quo</i> , <i>je ne sais quoi</i> , <i>modus operandi</i> , <i>nom de plume</i> , <i>haute couture</i> , <i>mea culpa</i>).
73	C	3003.1.8 Choose correctly or incorrectly spelled words.
74	A	3003.1.9 Proofread for errors in capitalization and punctuation.
75	C	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
76	B	3003.3.4 Select the most precise word from a given list of synonyms.
77	D	3003.5.14 Distinguish the strongest or weakest point of a given argument.

Reporting Category 1 : Language

Item Number	Correct Answer	Performance Indicator
1	D	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
2	B	3003.1.9 Proofread for errors in capitalization and punctuation.
22	A	3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
23	C	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
28	C	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
29	C	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
47	D	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.
55	D	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.
56	C	3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.

57	D	3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.
58	A	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
72	A	3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> , <i>alma mater</i> , <i>cum laude</i> , <i>femme fatale</i> , <i>esprit de corps</i> , <i>verbatim</i> , <i>E pluribus unum</i> , <i>prima donna</i> , <i>avantgarde</i> , <i>status quo</i> , <i>joie de vivre</i> , <i>carte blanche</i> , <i>caveat emptor</i> , <i>alpha and omega</i> , <i>tabula rasa</i> , <i>hoi polloi</i> , <i>ad nauseam</i> , <i>carpe diem</i> , <i>tempus fugit</i> , <i>c'est la vie</i> , <i>bona fide</i> , <i>savoir faire</i> , <i>non sequitur</i> , <i>id est</i> , <i>enfant terrible</i> , <i>terra firma</i> , <i>vox populi</i> , <i>ad hoc</i> , <i>cause célèbre</i> , <i>magnum opus</i> , <i>persona non grata</i> , <i>quid pro quo</i> , <i>je ne sais quoi</i> , <i>modus operandi</i> , <i>nom de plume</i> , <i>haute couture</i> , <i>mea culpa</i>).
73	C	3003.1.8 Choose correctly or incorrectly spelled words.
74	A	3003.1.9 Proofread for errors in capitalization and punctuation.

Reporting Category 2 : Writing and Research

Item Number	Correct Answer	Performance Indicator
3	A	3003.3.6 Revise to correct a nonparallel construction.
4	A	3003.3.3 Select the most vivid and compelling word to strengthen a description.
5	D	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.
7	C	3003.4.6 Identify information that must be cited or attributed within a writing sample.
10	D	3003.4.3 Evaluate the reliability and credibility of sources for use in research.
20	D	3003.4.2 Differentiate between primary and secondary sources.
30	B	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
31	C	3003.3.3 Select the most vivid and compelling word to strengthen a description.
32	B	3003.3.7 Select the thesis statement in a writing sample or passage.
33	B	3003.3.11 Determine the writer's purpose in a writing sample.
34	C	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
35	D	3003.2.3 Distinguish between a critique and a summary.
36	D	3003.3.4 Select the most precise word from a given list of synonyms.
42	B	3003.3.2 Choose the most effective order of sentences in a paragraph.

43	D	3003.3.7 Select the thesis statement in a writing sample or passage.
44	B	3003.3.13 Identify the targeted audience for a selected passage.
48	B	3003.3.14 Select the proper format to convey a set of work-related information.
49	A	3003.3.11 Determine the writer's purpose in a writing sample.
59	A	3003.3.4 Select the most precise word from a given list of synonyms.
75	C	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
76	B	3003.3.4 Select the most precise word from a given list of synonyms.

Reporting Category 3 : Communication and Media

Item Number	Correct Answer	Performance Indicator
6	D	3003.2.2 Distinguish between a summary and a paraphrase.
9	B	3003.7.2 Select the type of conflict represented in a non-print medium.
21	C	3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
26	A	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.
27	D	3003.7.4 Infer the mood represented in a non-print medium.
45	D	3003.2.2 Distinguish between a summary and a paraphrase.
46	A	3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).
54	A	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.
71	C	3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

Reporting Category 4 : Logic

Item Number	Correct Answer	Performance Indicator
11	A	3003.5.1 Make inferences and draw conclusions based on evidence in text.
14	B	3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
24	B	3003.5.14 Distinguish the strongest or weakest point of a given argument.
50	D	3003.5.1 Make inferences and draw conclusions based on evidence in text.
51	C	3003.5.4 Analyze cause-effect relationships in text.
66	C	3003.5.4 Analyze cause-effect relationships in text.
70	D	3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
77	D	3003.5.14 Distinguish the strongest or weakest point of a given argument.

Reporting Category 5 : Informational Text

Item Number	Correct Answer	Performance Indicator
8	D	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
12	D	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
13	D	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
15	A	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.
19	B	3003.6.4 Synthesize information across multiple complex informational or technical texts.
52	B	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
53	C	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

Reporting Category 6 : Literature

Item Number	Correct Answer	Performance Indicator
16	C	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
17	B	3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.
18	A	3003.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).
25	B	3003.8.2 Differentiate among verbal, situational, and dramatic irony.
37	C	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
38	A	3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.
39	C	3003.8.8 Analyze sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
40	D	3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
41	D	3003.8.14 Identify classical, historical, and literary allusions in context.
60	B	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
61	C	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.

62	B	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
63	B	3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.
64	A	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
65	C	3003.8.2 Differentiate among verbal, situational, and dramatic irony.
67	A	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
68	D	3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.
69	A	3003.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).